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ABSTRACT

This is a second-year report on a program to train college graduates for community college teaching functions with low-income and urban minority students. Four purposes of the program are listed: a) to help train future community college teachers in innovative teaching styles, b) to raise the level of sensitivity among this potentially professional group, c) to create a human reservoir of talented and experienced community-level teachers who are able to cope with education in the deprived urban environment, and d) to facilitate the graduate education of these teachers. The report indicates that the training towards these goals is incorporated into a three-part program: graduate enrollment in a participating college; participation in a community-oriented program, and placement as assistant teachers at the undergraduate level (including remedial teaching in English and Sci-Math). Appendixes include general correspondence and a program layout of community work. (Author/JA)

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DIRECTORS' EVALUATION OF
URBAN INSTRUCTIONAL TRAINING AND DEVELOPMENT INSTITUTE
ESSEX COUNTY COLLEGE
31 Clinton Street
Newark, New Jersey 07102

PROJECT: EDUCATIONAL PROFESSIONAL DEVELOPMENT ACT PART V-E

DIRECTOR: MR. RAYMOND PROCTOR
URBAN INSTITUTE
45 COMMERCE STREET
NEWARK, NEW JERSEY 07102

TELEPHONE: (201) 643-1681

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ABSTRACT

This is a report on our second year of operating a program to train college graduates for community college teaching functions with low income and urban minority students.

It is an evaluation of intern experience and their impact upon the academic performance of students at Essex College and the communities they served. It includes an integrated and complementary graduate level component to provide interns with the opportunity to gain professional employment upon completion of their requirements.

Our major findings in each area were:

Teaching experience: Our most significant successes were in the developmental or guided studies courses for students who through testing have shown they are not capable of doing college level work at the time they enter Essex. In the writing remedial courses the dropout rate was reduced from 35% to 15% in classes where interns were contributing. Ninety-eight per cent of the students taking these courses during the academic year passed the course and went on to regular college work. In the Sci-Math remedial course 93% were able to go on to college level work and 55% had learned sufficient college-level material to receive credit for a traditional and transferable science course.

Graduate work: Interns have compared favorably to students in their graduate classes who were not involved in the Institute. Graduates of the program have been successful: 14 participants of the program have been incorporated into the college as teachers -- three on a full-time basis. Four of the interns have received teaching assistant positions at Rutgers and 29 of this year's 40 interns have been invited to return. The intern program has had a major effect on Rutgers University changing the numbers of minority enrollment on the graduate level and leading to changes in graduate departments at the University.

Community work: Interns were involved in a variety of community activities during the year. The community aspect of the Intern program ultimately focused on maintaining two Urban Institute outreach centers; The Central Ward Community Centers and the Puerto Rican Cultural Center. Programming at these centers involved housing, education, legal information, general resources referral services, health organizing, food and clothing distribution and recreation activity.

II. PROGRAM FOCUS

The Intern Program at Essex County College exists to: a) help train future community college teachers in innovative teaching styles; b) raise the level of sensitivity among this potentially professional group; c) to create a human reservoir of talented and experienced community college-level teachers who are able to cope with education in the deprived urban environment; and d) to facilitate the graduate education of said teachers. The training towards the above goals is incorporated in a three-part program: graduate enrollment in a participating college; acting as assistant teachers at the undergraduate level at Essex County College; and participating in a community-oriented program. We feel very strongly that although this is a rigorous schedule, the experiences given through them creates a teacher superior in many ways from less creative approaches. The chief asset in this approach is that the participant is at the same time learning and teaching and working; each area is in fact a laboratory to examine and identify problems and solutions -- to clarify, discard or incorporate different approaches.

Through community-oriented experiences, ties are re-established by the student to a community of similar ethnic, if not socially and economically similar origin to his own. His experiences and knowledge, increased as a result of higher education, are constantly available to the community through teaching and tutoring programs and through providing some technical assistance. Interns who come from upwardly mobile social and economic backgrounds have the benefit of direct involement in the real-life drama of the urban poor which they might never have known. Moreover, participation in urban community planning and social-action programs is a major requirement for those who desire to teach at the community college level.

Participation in community college teaching under supervision by experienced teachers has proven to provide the richest experiences in the preparation of teachers by rapidly developing an appreciation of the teacher-learning process and the skills required to perform effectively in the teaching role. The graduate work of the interns focuses on both subject matter and on the teaching process. Graduate work in subject matter is intended to build upon the participants undergraduate studies, and strengthen the area of specialization the student has chosen. Graduate work in the teaching process focusses on learning, the growth and development of the learner, and successful teaching procedures at various stages of development. Participants in the program also attend a teaching seminar at Essex County College where discussion of actual experiences is integrated with the general educational principles learned at graduate school.

As a result of such experiences interns are approaching the following standards:

a. strong backgrounds in their subject matter fields;

b. sound college level teaching techniques;

c. ability in community action, and first hand knowledge of the neighborhoods from which community college students generally come;

They will have furthermore explored and modified their own feelings toward groups that differ from themselves in sociocultural characteristics.

Thus the development of knowledge in a subject matter, skills in communicating that knowledge and attitudes toward students were all integral concepts in the program. However, intern attitudes toward urban minority and low-income students was the most important aspect of the designers of the program. The reason for this was that community college students generally, and particularly at Essex, are students who are as familiarwith failure as they are with success. Most students who are at Essex are aware that this is the best opportunity to continue an education that ultimately should insure job security and an opportunity to get something other than a dead-end job. Therefore, the students' motivation is clear and conscious. Hidden and unconscious is an extreme fear of failure which keeps many students from exerting much effort even when they are aware of the rewards of success. With a positive attitude toward these students -- and community people we are encouraging to become students -- we can add our own support and belief that a student can succeed to his own motivation for continuing his education.

III. PROGRAM OPERATION

A. Participants

1. Attitude. We were concerned with eliminating feat of failure in students, and motivating community people to reappraise their attitudes toward education by designing meaningful training experience. We looked for interns who recognized that many failures in school were primarily due to teachers who did not expect poor black, brown and white working class students to do the required academic work, and abdicated their responsibility to teach the necessary information within a positive framework. As a result there is evidence that many teachers direct their classes in a manner that reflects an expected low academic response.

Also many of the people we are now trying to reach are not sure there will be any rewards for continuing their education. We were looking for interns who believed that failures existed primarily because of problems within the educational system, not because of students alone. We believed that interns having their attitudes could motivate students and help defeat their fears. It is our opinion that by giving a priority to attitudes there has resulted in students more of a success at the college level, and greater motivated in communities where interns were doing their community action work. More working-class people, Black, Puerto Rican and White, have now applied to the college for admission. Also interns have been involved in setting up adult education programs as part of the Urban Institute for next year.

Despite our successes, we did discover that there were limitations inherent in using "attitude" as the major criteria for selecting interns. Once we had correctly motivated students and interns within the atmosphere of trust and respect, there were still some difficult problems that had to be faced. Only a few interns had the capability of handling them. These problems, included language. Essentially the interns' vocabulary was abstract, utilizing generalized concepts that many of the students had difficulty in grasping. Written English had to be handled as a foreign language even where English was the original tongue which made for a laborious teaching assignment for some interns. We found that students in the remedial courses were not necessarily slow but as often as not were overwhelmed by personal and family problems. This latter problem required the use of the most trained counselors Essex County College could offer. Even with this service it was still the intern who first encountered the student and who had to recognize the need for this referral service.

2. Geographic limitations. Preference was given to applicants from the Newark area and to those persons who lived in the inner city. This preference was particularly useful in the community work aspect of the program. Interns who knew the urban North were quite useful in terms of integrating our goals with the community's own value system in establishing contacts and building trust between them and ourselves. Again, this preference was useful in establishing the program in Urban Studies. To explain out vast, complicated nationwide system, we found it important to start with case studies based on the experiences in students own neighborhoods. Localization helped make problems being discussed concrete and real, rather than abstract.

3. Skills. A review of each applicant's academic attainment, recommendations, current position and past experience was coupled with a personal interview. We wanted interns with enough knowledge to assume team teaching responsibilities with other faculty in their subject area, and to have face-to-face discussions about our aims and goals. We had assumed that if an applicant had majored in a basic skills area (science, mathematics, English), they could teach the basic remedial courses. This turned out not to be the case. In English, for example, there was a problem of the language gap between students and middle class teacher-interns. Many of the students had trouble with abstraction and applying what they had learned from their own experience to unfamiliar situations. This meant that the interns needed to use concrete illustrations that explained their generalizations. They had to explain the concept in words, word place-m ment in sentences, the time sense implicit in the English language, and the usage of words to control and portray the completeness of a thought. People who had majored in English Literature did not necessarily have the skills nor the interest in language itself to be able to teach grammar and basics of the English language. Similar problems developed that when students were asked to analyze, they could only describe. In math it was found that people could understand the manipulation of fixed objects such as money but that they couldn't generalize to the abstract mathematical concepts. In each of these areas we discovered that what we needed was not interns who could manipulate numbers or write, or who could explain literature, but rather a person who was interested and understood concepts behind the basic units being used, regardless of the medium. Therefore, recognize this year the need for more firmness and directness in our search for interns. For a college with an open admission policy, the students would need even greater help from us.

What we are experiencing at Essex are the problems that most urban community colleges are facing at this time. Students expect the world to come to them in terms that are specific, clearly defined and readily understood. Working class people in particular, tend not to take suitable action in their academic preparation of the unfamiliar. They require specific guidance. Without that guidance they feel self-conscious, painfully conspicious and uncertain.

For the black working class person who comes to the community college the problems are exacerbated. Experiencing hostility in almost all unfamiliar situations, he is sometimes defensive in the territory of the classroom which makes it difficult to receive information. This defensiveness is often aggravated by callous attitudes on the part of some urban teachers, who themselves are the victims of traditionally racist educational institutions. Coming from a different culture with different values and experiences, economically

poor blacks frequently place a low priority on routine. Being the most powerless section of America's working class they have the least sense of being a subject -- a person who can will things to happen. The black political and cultural movement has done much to change these attitudes, but in the classroom we still get many students who are so inhibited by their sense of powerlessness that they have no sense of urgency and have difficulty understanding various concepts. There still remains the question as to the whether this afore mentioned difficulty is simple, a rejection of the system.

In reviewing our experiences this year, it became clear that some of our most significant successes were in the remedial classes of English and Sci-Math. Therefore, we decided that we would place a great deal of importance on what new interns could join these two programs. In our selection of new interns for the Fall we looked primarily at academic credentials as an indication of what skills they could offer the program. In the Sci-Math area we looked for people with skills in mathematics, physics and chemistry as these were the areas in which most students needed continuous help, even after they had "tested out" of the pre-college guided studies program. Thus the first work of the personnel committed in selecting new interns was to determine the future interns academic skills from their former college records. The interview committed looked for people who had an interest in the basic underlying concepts of a particular subject and in the problems of communicating that information in the classroom. In English, people interested in linguistics were given a high proprity. Persons who had majors in areas we needed, but who had heretofore ignored the problems of classroom communications were not priority for selecting new interns. We did give priority, however, to those applicants who expressed a strong belief that people needed basic skills in order to survive and were commited to making sure that their students got those skills. The reason for this was that during the past year the best interns who devoted a great deal of time to their students were interns who had this attitude. Because very few people are conscious of these areas, we recognized that not many interns would have the skills for which we were looking. Therefore, we changed the nature of the orientation process for next year. Whereas last year we had seen this process as one where interns and staff meet, to learn each other and to identify the program's goals, we see this year's orientation as having intensive training programs, especially in methodology of communicating basic skills. We will use the experience of faculty and interns over the past year as the basis for achievingtthis objective.

B. Staff

Part of the program which was very effective was that of having faculty coordinators in both the English and Math Departments. The choice of coordinators was made on the basis of people who would be able to relate well both to interns and the rest of the faculty. This proved very helpful both in establishing good relationships initially and providing a situation in which both problems that arose between interns and faculty could be worked out productively. As well as functioning as liasons between interns and faculty, the coordinators also aided the interns in teaching. They provided the interns with lesson plan ideas, and discussing what had been effective or ineffective in the past. Most of the course substance was determined by the department; the coordinators, however, did assist interns in various methods of presenting the material. They

also helped interns in devising and implementing grading procedures. In addition to sharing the experience of practical teaching methods with the interns, the coordinators assisted the interns in handling students with academic or personality difficulties.

Another role performed by the coordinators was that of liasons between the interns and the administration. What this means on a very practical level is that the coordinators, having been at the school for sometime, were familiar with various procedures. Procedural situations that arose, such as student entering the course late, dropping the course or needing an incomplete at the end of the semester were handled at first by the coordinators until the interns could learn the procedures. Essentially the coordinators acted as experienced people in a complex situation and in this capacity, they were of great aid to the interns.

Two other important members of the staff were the Inter-college coordinators. One acted as advisor to interns at Montclair State College, another as advisor to interns at Rutgers Graduate Program in New Brunswick and a third coordinator at Livingston College. These institutions have accepted interns as M.A. candidates and have given interns a total of 12 credits for (4) semester-seminars in community experience and college teaching.

The total number of cooperating faculty who have acted as supervisory staff and team teachers with the interns was 24. Their main contribution was sharing their knowledge of practical teaching methods. Many of the interns were involved in dialogues with these faculty concerning various experiments in presentation lesson plans, content of curriculum, and the problems of individual students.

Two storefront supervisors were responsible for directing interns' community work. This involved sensitizing interns to values of community people alerting them to resources available in the community or in the city as a whole, analyzing what interns had to offer the community in light of community needs, helping them to evaluate the impact of their work in the community, to analyze the implications of their work so as to set out what other work needs to be done to reach goals established by the interns. The Director and the Assistant to the Director were involved with those interns who sought to open a fourth center in the North Ward. The work of these interns was quite different from those interns who were assigned to on-going programs. In the other three settings the interns were assigned to neighborhoods where the variables affecting community life were already analyzed and experienced personnel were already operating community programs. In the North Ward the interns had to do all their own analyses and get to know as many people in the community as possible, to understand from differing values reported there by those who represented those values what the community needs were, and surmise what the interns themselves had to offer the community in light of those needs. One of the elements that came to light was the great difference between the interns and community people and a great deal of confusion about where society as a whole was going and how the people of the North Ward would fit into this future. Intense study of the various white ethnic groups and various sociological and economic theories was initiated by the interns and also some Essex students from the North Ward.

The social science coordinator acted as advisor to the social science interns and as liason between the social science faculty and the Institute. Basically his job was the same as the other coordinators but he also taught a Seminar on innovation models and approaches to education. His release time from regular faculty duties was an in-kind contribution to the program paid for by the college

C. ACTIVITIES AND EFFECTIVENESS

1. Classroom work

There were two objectives to be fulfilled in the classroom work, to provide classroom experience for the interns and to strengthen the educational resources of the college.

In addition to providing new and specifically trained personnel as previously mentioned, the Institute participants now form the basis of an increasingly successful program of remediation in English and reading and our Sci-Math program. Each of the twenty-two participants in the two remedial programs teaches at least one full section (5 times weekly) in their respective field under close supervision of institute teaching staff as well as staff from the respective academic areas.

The institute therefore has made possible the opening of 16 remedial sections to accomodate 800 students. Approximately 50% of students in these remedial programs have tested out of the remedial courses and into a regular college level course prior to the actual termination of the course.*

Five of the interns were instrumental in the development of a new urban studies program during the Fall semester. During the Winter and Spring terms these interns were involved in team-teaching with regular college teaching personnel. They were involved in two courses, "Different Cultures in the Urban Environment" and "Theories of Urban and Community Development."

When interns and faculty first came together to work, conflicts did arise in some departments. These conflicts did tend to reinforce some of the impressions that faculty members already had of the Institute's administration which were somewhat critical during this period. Students did not necessarily appreciate the critical attitude of interns who came in contact with them, especially in a classroom situation where interns were beginning to learn how to utilize their philosophy and energy to become competent and imaginative teachers. Yet, faculty members from their more lengthy experience as teachers, could sometimes come across in a more relaxed and skilled manner before students. Although the information and concepts the faculty members were discussing and teaching their students were not necessarily important or relevant to students, their presentation tended to be more readily understood and sometimes more stimulating.

The potential for the idealism engendered by interns to be brought into harmony with the superior pedagogical skills of the experienced faculty member could have resulted in a more influential role for interns in the academic program. It would take, however, a sustained effort on the part of interns to eventually convince students of their own sincerity and mutual interest. In some cases this came gradually, but in most cases it did come. Also, the influence of interns and faculty on each other began to take root. As this evolved, interns became more accepted and gained the respect of both students and faculty members. Where interns did gain the respect finally of students in the classroom setting, they had problems in terms of their creditability with students.

*see appendix A, Guided Studies Statistical Information for statements on student progress in developmental classes where interns participated.

Interns were the close peer group to the students at the college. In many ways students and interns fraternized outside of the classroom. They were both very much affected by the environment and forces at play on the society. They dressed alike, used similar modes of expression and found it very natural to socialize. This was a feature of the faculty-intern-student triangle that was difficult for interns to control, expect artifically.

As the acceptance of the interns extended from the extracurricula to the classroom context, the respect for them also increased. By mid-year of the second year of the program, most interns were functioning in professional roles and getting the opportunity to be listened to by their faculty counterparts and immediate academic supervisors.

The most effective segment of our program was in the remedial teaching areas in English and Sci-Math. Here the interns were faced with real teaching responsibility, adequate supervision, and a program which literally could not have operated without them. Their involvement provided more class coverage, more individual attention to students, and enabled a daily measurement of student progress and follow up needs that is unavailable in the regular departmental programs. This contrasts dramatically in the social science experience where seven (7) assigned interns were not required to teach sections of courses. For a variety of reasons no definitive program could be established in this department. As a result, social science interims were placed with individual faculty members who volunteered to work with them. Each instructor simply gave the intern some lecture time, although, this was in most cases inconsistent and unstructured.

The experience in the urban studies program was mixed. Here interns were also needed and had specialized interests and experiences to offer. As the students were more educationally developed than those students in the remedial program, there was a different kind of challenge for the interns. Moreover, the program here is less skill-oriented and more involved in developing analyses and ideas. This inevitably requires more experience and greater supervision for the interns since the methodology and content are less defined than in the remedial area. The Institute failed in providing adequate supervision for the urban studies interns so that there was a lack of coordination of some of the courses.

2. COMMUNITY WORK *

In terms of community work the institute placed four (4) interns with the Ironbound Youth Project, a neighborhood organization in a white working-class section of Newark. Interns were instrumental in helping to establish a recreational center for teenagers and young adults and develop the basis for an independent high school for dropouts which will be operating in the neighborhood in the Fall.

Twenty interns were involved in a variety of recreational, educational, and fund raising programs for children and young adults at a community center funded by the E.P.D.A. Institute in the heart of Newark's Central Ward. The Center has a dual function. First it is designed to assist inner-city community residents in identifying and utilizing available resources. It is also an instrument we have developed to allow the interns an avenue for viable community experiences.

In addition, with the cooperation of Newark's Model Cities Program, interns were involved in tutoring during the recent Newark Teacher's Strike. The strike lasted eleven weeks, and we found that the demand for consistent tutorial services became more and more essential. We worked to retain high school's students interest in remaining in school and ultimately seeking college entrance.

The Institute has developed supportive ties with OYE, a newly founded grassroots Puerto Rican agency, to place interns in educational cultural roles during the 1971-72 academic year. In addition to OYE, the Institute has opened a Puerto Rican Cultural Center which is primarily involved in tutoring grade school Puerto Rican immigrants with severe language problems. English as a second language is incorporated in academic studies, drama programs, musical festivals and political education. A less elaborate and limited "day care" facility is maintained, while during the summer months, a "day camp" program is offered among the cities local facilities.

Finally, after an unseccessful effort at placing interns with grass-roots organizations in Newark's white Italian working-class, seven interns have begun working in Vailsburg, an Irish-Italian white-working class section of Newark. It is anticipated that a storefront program will be developed by September 1971 in this neighborhood.

*see appendex B, Program layout of Community Work.

3. GRADUATE WORK

Over the past year the Institute's relationship to Rutger's has proved increasingly satisfactory.

During the 1970-71 academic year, a total of 21 interns applied to graduate programs at Rutgers. All of these applicants were accepted into the program to which they applied, and 18 of them completed graduate study toward degrees. The degree program they pursued included those in Art, Biology, Chemistry, Education, English, Environmental Sciences, Physics, Psychology, and Urban Planning.

In fact, the interns have performed well as graduate students. Relations between the administration staff of the graduate school and the staff of the Urban Institute have been very positive. Interns have generally shown greater satisfaction with graduate work at Rutgers University than elsewhere. As a consequence of this satisfaction, plans for graduate study for interns have focused increasingly upon opportunities at Rutgers University.

In terms of its value for the interns, there are 3 principle reasons for emphasis on opportunities for graduate study at Rutgers. The first of these is the relatively high quality of many graduate programs, and a second asset of Rutgers is the clear diversity of its graduate programs. The high quality of the Rutgers Graduate program assures acquisition of skills, effectiveness in disciplines, and the acquisition of prestige and status by interns many of whom come from minority group background. The diversity of these programs has made it possible for interns to pursue widely varying individual interests, and the range of choice has increased their satisfaction with the Urban Institute's program. Finally, a number of interns who will be completing masters degrees at Rutgers this year already have been, or will be, accepted as candidates for further graduate study in doctoral programs in their disciplines.

The experience with Montclair has been less satisfactory, the main limitation being that the school as a whole is oriented toward training teachers for secondary schools not urban community colleges. Because of this orientation the faculty and offerings are not adequate for our interns' needs. A second problem has been that since Montclair has always been oriented toward training teachers, it is only now moving toward a broader liberal arts program. Because liberal arts is new to the college it has been very cautious in responding to various Institutes proposal for experimentation in programs. Rutgers, because of its status and long experience in graduate programs, tended to be much more experimental and flexible. Rutgers saw a real benefit in its relationship with the Institute as that relationship provided Rutgers an opportunity to meet what it saw as its social responsibility to prepare future educators who will be qualified to teach effectively in the urban section.

D. EVALUATION

The Institute's program for training teachers to work in urban community colleges has generally been very successful. However, there are specific qualifications which will be discussed later. Specific objectives were met during the year's program, and in some instances the results went beyond the original expectations.

INTERN ACHIEVEMENTS

As of this report fourteen (14) participants of the program have been incorporated into the college in various capacities. Three (3) full-time professional personnel, four (4) full-time teachers, and seven (7) part-time teachers. It was anticipated that large numbers of participants would not be eligible for regular college employment until the end of the second institute year. This would be the time when most of the participants would have acquired the M.A. degree. Twelve (12) of the fourteen participants have been hired one year earlier than regularly anticipated. In addition, twenty-nine of this year's forty participants have been invited to return to the program for a second year. Four of the interns have received teaching assistant positions from Rutgers. One intern has left the teaching profession to become an aide to Mayor Gibson as a result of his community work.

INTERN CONTRIBUTION TO TEACHING STAFF

Divisions	Number of Interns	Hours of Teaching Week	Number of Classes	No. of students affected
Urban Studies*1	5	2½	2	45
Eng-Sci-Math				
Remedial	22	5	16	800
Social Science	4	irregular	4	86
Non-teaching Interns	9			

*1 While it seems from the Table that urban studies interns had little impact on the college program because of the low number of hours taught per week, in fact they had a tremendous impact because they were involved in the very creation and re-design of the urban studies curriculum. As seen in the table, the most important impact the interns had was on the guided studies program where they reached 800 of the first year students. This represents 47% of all incoming first year students. One of the research problems the Institute and the Data Processing Department hope to examine next year is the retention rate of students who have been through the guided studies program.

IV. Conclusions

A. Program Operation

1. Selection of interns. In the future we will weigh skill in subject matter in the fields of English, Science and Mathematics equally with applicant attitude when selecting new interns.

2. Classroom work. Our energies will be placed almost totally in the developmental guided studies program. This will increase the precentage of so-called marginal students so as to increase the affectiveness of the open admissions policy of the college.

3. Community work. Because interns found that the most successful work they carried on during the year in the community were their educational programs, we will try to develop community drop-in schools in all centers druring the next academic year.

4. Graduate work. In the future most interns will attend Rutgers graduate school. Third year internships will exist with interns doing further graduate study in doctoral programs in their disciplines at Rutgers.

B. FAILURES OF THE PROGRAM

When urban studies interns wanted aid or to discuss problems with more experienced staff, they had difficulty in knowing to whom to turn. This has been corrected for the next year in two ways: (1) a full time faculty person responsible for both teaching and coordination of the urban studies program will be the urban studies interns supervisor and (2) all problems concerning subject matter and problems with students will be discussed and solved by the joint faculty-student urban studies committee.

In a similar manner, the community program suffered from a lack of systematic structure, the separation between the in-school and out-of-school work, and the general lack of experience of the interns. For example, the storefront (See appendix) in the Central Ward ran successful educational and recreational programs for children and cultural programs for adults. Unfortunately, it was not able to provide long-term, self generating action around social problems. Similarly the several interns who attempted to develop a project in the North Ward found their unfamiliarity a handicap within the neighborhood. Technical assistance reached no significant levels.

In general it is fair to say that interns were not generally already skilled at either teaching or community work when they came into the Urban Institute. Where this was especially the case, the tasks required were more demanding, and therefore required more supervision. When the tasks were within the interns' range of experiences with complementary supervision, the program flourished and interns found themselves more and more involved in good learning and work situations.

By the beginning of the year's second semester, interns were involved in all levels of decision-making. Three (3) basic committees: finance, personnel, and program-participant evaluation - were formed. The membership formula is three (3) interns three (3) staff, and three (3) students.

These structures were then responsible for evaluating this year's program, passing on who was to return and who was asked to leave, recruiting, interviewing, and accepting new interns, and allocating money in the budget to various projects.

APPENDIX A

Guided Studies Statistical Information

Essex County College
31 CLINTON STREET, NEWARK, NEW JERSEY 07102
201-621-2200

August 31, 1971

Mr. Raymond Proctor
Urban Institute
Essex County College
45 Commerce Street
Newark, New Jersey 07102

Dear Mr. Proctor:

I would like to formally report to you some of the statistical information reflecting the effect the interns had on the remedial writing program in the Humanities Division. In the Fall, 1970 Semester, the semester which involved all English interns in remedial courses only, about 800 students were enrolled in the remedial writing program. In previous semesters the drop-out rate for these courses was about 35% by conservative estimate. In Fall 1971 when the Interns were assisting in these classes, the drop-out rate fell to 15%. Since the remedial courses are quite naturally utilized by students who are not only in difficulty academically, but by students who have had a long history of psychological and emotional problems in school situations, we feel that this reduction in the number of students who drop the course and often disappear from the college entirely is very significant and can be clearly attributed to the presence of the Interns. Moreover, 98% of all students who took these courses during Fall Semester, Winter Semester (about 200 students), and Spring Semester (about 200 students) received a passing grade in the course. It should be noted here that Interns could not officially give grades for their students, and all students had to pass a standard test to go on to the College level English courses, so the 98% figure does NOT reflect "easy" grading on the Interns' part. We therefore, feel that the use of the Interns in the remedial writing program has clearly proven to be beneficial to the students.

Very truly yours,

Charlee I. Fogel

Charlee I. Fogel
Co-ordinator of English Interns

Essex County College
31 CLINTON STREET, NEWARK, NEW JERSEY 07102
201-621-2200

August 31, 1971

Mr. Raymond Proctor
Urban Institute
Essex County College
45 Commerce Street

Dear Mr. Proctor:

There were two major programs in which interns worked in my division. These were:

1. Sci-Math (Sci 085): A remedial course for students with weak background in science and mathematics. Of the 211 students, 197 (93%) received a "P" (passing), 8 (4%) withdrew, and 6 (3%) received an "incomplete". At the end of the semesters, students took a test and 117 (55%) had learned sufficient college-level material to receive credit for Physical Science (Sci 102), a transferable science course.

The interns made possible a low student-teacher ratio (average 8 to 1). Each intern (and faculty member) was instructional leader of a small group of students. The interactions and participation within a group lead to a much closer examination of the classwork and of each student's degree of understanding than is usually possible. In addition, interns contributed to the curriculum by writing lectures and follow-up materials which were constructively criticized by the other interns and faculty.

2. Statistics (Math 101): Special sections were established for students who were judged by counsellors to need some remedial mathematics.

The classes ran two hours (instead of the normal one). In the second hour, the interns provided tutoring and individual attention to students. Consequently, of 100 students, none received a failing grade (although 15 students received incompletes). There were 32 who earned an A, 28 received a B, 20 received a C, and 5 received a D.

Yours truly,

August Ruggerio
Asst. Professor of Mathematics

AR/al

APPENDIX B

Program Layout of Community Work

Community Activities and Goals - Central Ward Center

The Urban Institute is presently operating one (1) storefront at 372 Springfield Avenue. The storefront is paid for out of the funds coming from H.E.W. The storefront has a dual function. First, it is designed to assist inner-city community residents in identifying and utilizing available resources, second, it is an instrument we have developed to allow the interns an avenue for viable community experiences.

The community residents who participate in the storefront's activities, along with the volunteer student workers and Urban Institute interns, have named the storefront "The Central Ward Community Center." The center has various functions and programs, which are described in detail later in this report. However, as an introduction we can state that the center seeks to extend to the black and brown working class community various services and resources which are not readily available.

In attempting to reassure community people that E.C.C. is their community college, we offer the people various programs which they have had a substantial part in developing. By this method we seek to promote a corporate effort, more closely integrating the colleges' activities with the community's conception of what its needs are.

A subsequent part of this report contains an outline of the storefront activities. Selected areas are more extensively explained. Every separate program offered at the center does have its own rationale and a relevance to the inner-city experience.

THE CENTRAL WARD COMMUNITY CENTER

I. Aims of the Community Center
   A. Service to the people.
   B. Creating systems to introduce working class people to the resources and institutions available in their community.

II. Recruitment:
   A. Recruitment of potential E.C.C. students. Counselling and orientation.
   B. E.C.C. recruitment material will be made available to all community people.
   C. E.C.C. Student Council members council prospective E.C.C. students from the community on going to E.C.C.
   D. Information is given to "Central Ward" community people in the form of seminars about E.C.C.

III. Academic Education Program
Courses will be disigned to meet the educational needs of the entire community regardless of age.
   A. Children 6-13 years
      1. Art - free expression, singing, dramatics, dancing, music, creative writing and daily experiences.
      2. Academic - Reading, Math.
      3. Black and African History, Remedial English and Science.
      4. Physical Education - concentrating on self defense and discipline - (boxing and gym).
      5. Field trips - Newark City Hall, Washington, D.C., New York City - Theater - local colleges.

   B. Adult Education
      1. Testing and measuring the level of comprehension and academic skill.
      2. Preparation for high school equivalency - E.C.C. Recruitment
      3. The Puerto Rican Experience.
      4. The Black Experience in America

   C. Pre-School phonics and learning program

IV. Community Library and Study Center
Seeking to alleviate some of the problems of urban minority and low income people caused by the lack of relevant and adequate reading and study materials.

V. Community Health Program
   A. Move to make Martland Hospital, the community's hospital, more responsive to the health needs of the community. Free community clinics are stressed, and familiarity with ghetto diseases.
   B. First-aide classes - E.C.C. student nurses are given the opportunity to bring their skills to the people of the community.
   C. Preventive Health Program: referrals to local clinics.
      Re: lead poisoning test
          anamia test
          T.B.
          Sickle Cell Anemia Test

(Cont'd)

D. Seeking mobile health units for testing community people.
E. Dispensing Vitamins
   acquired from E.C.C. doctors - office (storefront assisted by student nurses).
   seeking medical supplies from Essex County Pharmaceutical firms.
F. Organizing community people who work in Martland Hospital to improve conditions and services for patients.

VI. The Center as a Community Resource
A. Films (Contemporary American History)
B. News media clippings
C. Community resources directory:
   Newark Legal Services
   T.E.A.M.
   New Careers
   Welfare Board etc.
   Welfare Rights Organization

VII. Seminars in Legal Services and Resources:
A. Welfare Rights.
B. Data and information on rights and services due.
C. Police Community Relationship.
D. Health and legal action.
E. Drugs.

VIII. Cultural and Educational Programs
A. School will serve as a means of giving a different interpretations to the role of "Minorities and Poor People" in a modern urban society.
B. Cultural education for adults will expand the social awareness of community people, foster community involvement in all institutions that govern the lives of community people.
C. Sponsoring of Field Trips -- taking trips of significance to places like the White House, New Jersey State Capital, and Newark City Hall, so that community children will have an opportunity to see citizens from their communities functioning in city government.
D. Lectures given on contemporary American Social Problems by invited consultants.

IX. Housing and Welfare

A. Organizing tenants associations in two (2) municipal housing projects, for the improvement of their environmental conditions.

B. Organizing a news letter for Welfare Rights Organization to serve welfare recipients. Providing workers to help the Welfare Rights Organization to increase membership, and promote it's program.

C. Assisting local community narcotic assistance programs - New Well, Integrity House, D.A.R.E., etc.

X. Auxiliary Programming

A. Rent strike

B. Food and clothing drive

C. Children's halloween party

D. Thanksgiving dinner

Academic Education Program Children 6-13

1. REMEDIAL READING - Monday and Friday 2:30 - 4:30 (testing 9-12)
This course is designed to determine first the causation of defective reading capacities, and second, to combat these stymieing factors with such courses as phonetics, which serves as a progressive building tool for increasing the level of speed and comprehension in reading. We also are in the process of creating a black library to encourage self-education. Materials are being compiled from various New York institutions.

2. REMEDIAL MATH - This math course was conceived with the idea of sharpening basic skills in addition, subtraction, multiplication, and division. It is felt that this course will be particularly beneficial to community residents in budgeting and general money management. We hope to have tutors for those who also want to advance their knowledge of abstract mathematics such as geometry, trig., algebra, and calculus, etc.

3. ART - It is hoped that we can promote and perpetuate a program of free expression in the arts (music, drama, painting, etc.) We feel that this course will help to release pent-up inhibitions, as well as helping to channel latent talents into constructive projects. This will give the students a sense of pride in their accomplishments.

4. BLACK HISTORY - This course matter was designed to acquaint and present the community residents with a fairly well-rounded scope of cultural differencies, and point out historical distortions of fact which have previously been taught in other pro-western educational systems. A lecture series on Pan Africanism, African History and Socialism, Asian, Liberation History, and Black Nationalism is in the process of being presented. We welcome presentations from any other organization that would like to convey a relevant, beneficial philosophy to the Central Ward community.

5. SELF-DEFENSE AND RECREATION PROGRAM - I feel that the self-defense program which will encompass a multi-faceted exposure to the marial arts (Karate, Judo, Aikdo, Gung-fu, etc.) will serve to instill a sense of self-discipline, and physical fitness. A boxing class will be included in the self-defense program to give it further diversity.

   The primary function of the recreation program is to take indigent youth off the streets and give them the opportunity to channel their energy into wholesome activities. It is hoped that this program will be relevant and meaningfully beneficial to the entire community. As it progresses, community residents will be encouraged to provide input to the extent that they will become able to conduct their own educational program as well as lend suggestions for changes in presently existing programs such as this one.

*Tenative plans have been made for a language course which will include, Yoruba, and Arabic.

Jim Colson

Specifics for Reading Program:

A three (3) part program for testing has been developed by intern Beverly Charles, assigned to reading. It consists of an informal reading inventory, a textbook inventory, and a writing sample from each prospective student in the tutorial. Based on the results of these tests, a diagnostic tutorial service will be available to the students. The developed program is a concerted effort on the part of the interns concerned, to meet the needs of the people in the community.

Admittedly, since conventional approaches to reading have failed, the interns are trying to be creative by using innovative materials to better guarantee the success of the program.

A great deal of the materials used in the reading tutorial program requires adapting standard materials to the reading levels and interests of the people in the community. Also, the fact that a large majority of the materials used in classrooms are geared to members of the white middle class makes the possibility for blacks to learn effectively from these materials almost nil. The interns job is two-fold; while teaching the students the same skills necessary for success in Newark's public schools, he tries to make the content of the material relevant to the student. Therefore, the content is different from that which is used in the regular school setting.

The interns often work as translators of books that deal with black experience in America. As translators, the interns put the concepts of the reading material into terms the black students can understand. More specifically, the interns teach the skills of word attack, pronunciation, comprehension, inference, and interpretation by this method.

Beverly Charles
Reading & Testing

Community Library and Study Center

The following is a report concerning the progress of the Community Library and Study Center presently located at 372 Springfield Ave. At the present time we have a very limited and terribly inadequate supply of instructional materials, which makes it virtually impossible to educate all levels of the masses within the community, including adults, young adults and children, meaningfully.

To alleviate part of the problem caused by the lack of relevant materials we:

1. have begun a book drive to net all materials concerning the black experience, as well as all basic skill books with an emphasis on reading, science and math.
2. are seeking the cooperation of the administration of West Kinney Junior High School and Camden Elementary School to furnish us with all school texts from grades 4 through 9, whereby we the interns at Essex County College can tutor the students in subjects they fail to comprehend satisfactorily.
3. have been constructing puzzles, and displays as well as collecting reading materials written by interns and friends for children.
4. have sent a purchase order to the college for books, essays, and pamphlets (for adults, young adults and children) which have been extremely difficult to acquire otherwise, and which are vital to the overall success of any educational program geared toward a totally meaningful education for a black community as represented here in Newark.

Carol McMillan

Seminars in Legal Services and Resources

Newark Legal Services provides both educational programs and services to the store front. Its program is manifested in several areas.

I. a. Coordination of welfare grievances and subsequent referrals to Newark Legal Services.
   b. Providing community legal action- workshops on Welfare Rights. Revising and editing current welfare handbooks.
   c. Supplying private attorneys to represent individual clients.

II. Compiling and disseminating data about rights and services due in the various areas that consistently effect the individuals daily existence. The more obvious areas would be housing, education, welfare, installment buying, establishing credit, etc.

III. Police-community relations seminars, with subsequent discussion groups.
   a. Discussions of citizen rights and policy confrontations.
   b. Community role in police department activities and programming.

IV. Health:
   a. Legal action workshops in patient rights and health care.

V. Drugs:
   a. Information and education in seminars. Referrals for legal and educational help to addicts.

Central Ward Community Center - Art Courses for the Youth

The phrase "Art as an Expression," has been applied almost exclusively to the so-called fine arts and perhaps particularly to painting, writing poetry and prose. That is, it has retained a strictly feudal meaning, in the sense that it is a direct expression of the ego in a quite limited aristocratic and sub-sufficient sense. It ignores the needs of humanity and centers around a narrow egoism.

To liberate the conventional and traditional expressions in art, therefore, is to broaden its scope so that it can include every human activity, so that every human power now unused, abused, or running to waste, can be utilized. Art is in fact the symbolic currency of the world. It is an important means of the instinctive life of man, but art as created by the artist is in violent revolt against the instinctive life, since it is an expression of the reflective and fully conscious life.

I think we have been successful in getting across to the youth several basic concepts:

A. backgrounds of minorities in the U.S.
B. inclusion of achievements, accomplishments, and contributions of minorities, with specific mention of individuals who are members of particular minorities.
C. the struggle of minorities against opposing forces for freedom, human rights, and equality of opportunity.
D. racism
E. the significance of social reform for all people.

By using different media - filmstrips, slides, cartoon coloring, books (economic and sociological), music, dancing, drawing etc., we have carried on many discussions on the realities of the slave trade, the various social institutions and factors that have kept, and are keeping minorities in a subservient position. The demonstrations and other manifestations of civil unrest that have occured in the past and that are occurring today are noted, and the conditions that caused them are described.

Christine Choy

Community Health Program

General Objectives:

1. Educating the people of the community in the areas of hygiene nutrition, and preventive health.
2. Instituting a testing procedure for T.B., Anemia, Sickle Cell Anemia, and Lead Poisoning.
3. Improving the treatment of patients at Martland Hospital, specifically in the emergency ward.

Activities already in operation:

1. Paint samples from ghetto communities' households in Newark are being tested for lead content. Positive results are followed up for medical treatment.
2. Vitiamins are given daily to the children of the community that participate in the programs operating at the storefront.
3. First aide classes are being taught at the community storefront at 372 Springfield Avenue at 7:00 P.M. every Thursday night. The class is open to students, interns, and adults.
4. Visits have been made (and are still being made) to Martland Hospital, so that members of the committee may acquire first hand information in regard to patient care, patient grievances, and the facilities available to patients.

Members of the Health Committee have met with members of the administrative staff at Martland Hospital.

Contacts have been made with Eunice Graham, Nursing Supervisor of the Neighborhood Health Center and Shirley Davis, Organizational Director of the Neighborhood Health Center, in an attempt to bring mobile units into the community for our testing program.

Committee members include:

Ramon Rivera - Advisor
Byron Johnson - Coordinator
Toni Bennett
Jim Howard
Willie Hightower
Mary McNeil
Beverly Thomas

Pre-School Phonics and Learning Program:

Mrs. Doris Hawkins with the assistance of Charlie Fogel of Essex County College, Humanities Department, has planned an educational program for pre-school children, ages 3 to 4. She has developed materials which teach children to recognize and to write the numbers from 1-10; to recognize basic geometrical shapes, to recognize and eventually to write the alphabet, and finally to identify and to write their own names.

At the same time she will teach phonics, some very simple math, and of course many nursery school games. There will also be drills in simple everyday responses such as "good morning," "good-bye", "thank you,"etc.

Over all, she will constantly reinforce the children's positive attitudes toward learning.

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PUERTO RICAN ADULT EDUCATION PROGRAM IN NEWARK

The most salient feature regarding education in the Puerto Rican community is the 70% high school drop-out rate acknowledged recently by the Superintendent of Schools, Franklin J. Titus. Looking more deeply into this, it must be noted that this drop-out rate refers only to children and teenagers who have at some point began attending school in Newark. Not included are the many teenagers and adults who have come to Newark from Puerto Rico or other cities with sub-standard education and have never even had the "opportunity" to drop-out of school. The percentage of the 400,000 Puerto Ricans in Newark requiring at least basic skills in English, so that they can seek and retain employment, and carry on the daily functions of living in a foreign country, is therefore extremely large now and increases as the influx of Puerto Ricans into Newark increases.

Analyzing the reasons for the high drop-out rate, blame can reasonably be laid at the doorstep of our schools. Already overburdened with financial, personnel, discipline, and other problems, they simply have not found the energy or resources to integrate the Spanish-speaking student, with the special needs he brings with him. Every recent experiment and study of learning has indicated that people learn when the learning environment is favorable and the content is relevant to the student. If 70% of Puerto Rican students drop out it can only be assumed that their experience in school does not give them the assurance and special help necessary for a student attending school carried on in a foreign language, or that the curriculum does not relate to the cultrual and educational needs of Puerto Ricans.

Therefore, this proposal is for an educational program for the Puerto Rican community which will be created, designed, and implemented by Puerto Ricans in the Newark community.

To this end we propose an educational program that would provide not only academic skills to Spanish-speaking people, but also a cultural awareness program that will give the students a sense of pride and dignity.

Specifically - the academic section of the program would consist of:

1. remedial work in basic skills
2. tutoring in all subjects
3. counseling in conjunction with local colleges and universities
4. special skills (study habits, learning processes, typing)
5. preparation for general equivalency in Spanish

* 6. Component of Project E.P.E.P.

I. Academic

A. Reading
This will be divided into three parts and staffed by tutors best equipped to meet the needs of the individual student.

1. Testing and Evaluation (bilingual)

2. Remedial Reading (bilingual)

3. Stimulation of self-education

Part 1. Testing will be done to find the level the student reads at and what are his major deficiencies. The test will be both in Spanish and English. Continued testing will be done to evaluate progress in the student and act as a guide to establishing new curriculum.

Part 2. Remedial Reading, Spanish, and English. Standard teaching methods for deficient readers have failed when dealing with Puerto Rican students who read and speak only Spanish. It has been found that to teach reading in Spanish and subsequently teach English as a foreign language has been a better method in teaching the English language (The Losers, by Richard Margolis). Many students also had established real enthusiasm in reading and their ability to comprehend was a definite aid in their rapid learning.

Part c. Another way to stimulate self-education is to develop a library of relevant material in Spanish and English which would be available to people who are not exposed to and do not know how to find reading material. This library would include specific matter which people need to know about in their daily lives, as well as literature, social science, and other academic material.

A-2 - Math

The same three components as in the remedial reading section are applicable here.

1. Testing and Evaluation - Tests will be given to the students to determine level and potential in mathematics. The testing will be bilingual and teaching will be done in Spanish to those students who are not fluent in English. Evaluations will be conducted on students as well as on teaching methods. Creative techniques will be adopted where needed.

2. Remedial Math - The course will direct itself at giving each student a working capability in addition, subtraction, multi-

plication, division, fractions, etc. The classes will also be given in Spanish and English. Special classes will be given in abstract math, algebra, calculus, and geometry. It is our desire to put together a teaching staff that will also become innovators in teaching mathematics to Latinos.

3. Practical Math - In the past we have found that although math is usually considered abstract and uninteresting, it can be made stimulating when it is put into relevant context for the student. Thus we propose to teach people math which relates to their experience as consumers, taxpayers, employers, welfare recipients, etc. We can serve people by helping them to handle their economic situations.

B. Tutoring Program In All Subjects

The tutoring program will be coordinated with the remedial courses to give all students individual attention in their problem areas. We will attempt to enlist enough student volunteers so that tutoring can take place in the home in situations where this is most convenient for the student. This will also give us the opportunity to contact other family members who might become involved in the program. Tutoring can also branch out into subject areas of special interest to the student, such as science, music, poetry, etc.

C. Counseling

Many Puerto Ricans are not aware of the possibilities of furthering their education beyond high school, because they are not given the proper counseling and attention necessary to stimulate their aspirations. We will work through all available channels to provide for our students, once they are prepared, to enter college. This will mean working in conjunction with local colleges and whatever programs they have to provide educational, cultural, and financial assistance to our students.

D. Special Skills

Working in the Puerto Rican community we have found a shocking lack of office skills, such as typing, shorthand, accounting, etc. We want to equip our program so that we can teach Spanish-speaking and English-speaking students to operate office machinery and function in an office situation. We will also compile equipment in the areas of printing and photography to stimulate interest and skill in these areas.

E. Preparation for a General Equivalency Diploma

The end to which our program will aspire is to prepare students to pass a General Equivalency Diploma exam, in order to prepare them either to obtain better jobs or to go on to an institution of higher learning.

II. Cultural Program

A - Dissemination of Latin American News

In the Newark Puerto Rican community there is no coherent, original means to bring news of Puerto Rico or of Latin America to the people. We will be a center for compiling and disseminating news and cultural information to the community through the creation of a newsletter and through programs on a local T.V. and radio station, which adults and the Spanish-speaking community listen to.

B. Puerto Rican and Latin American History

a) Geographical Aspects

b) Puerto Rico's First Inhabitants

c) Spanish Invasion (discovery) and Conquest (Colonization)

d) Taino Indian Revolution - 1511

e) Emergence of the Puerto Rican Personality

f) Living Conditions During the First 300 years

g) Nineteenth Century: Puerto Ricans want to be knpwn as Puerto Ricans.

h) Liberty or Death - Sept. 23, 1968

i) Abolition of Black Slavery in Puerto Rico - March 22, 1872

j) 1897 - Puerto Rico Achieved its Autonomy

k) North American Invasion Into Puerto Rico

l) Figures and Profiles of Nineteenth Century

m) The first fifteen years under American Rules

n) 1917 - The North American Citizenship

o) 1930- 1940 A decade of Political and Economical Crisis

p) The Commonwealth

q) The Puerto Ricans in the U.S.A.

C. Puerto Rico Now Lecture Series

A list of urban specialists, artists, authors, and community people will be complied and an entire program will be scheduled at the center on all areas concerning culture, politics, history, art, and other contemporary matters. These lectures will be free to the community and will be recorded and taped for discussions.

AUXILIARY PROGRAMMING

There are several projects which do not come under any specific program. These individual projects may arise from either the particular need of some community people at any given time, or some specific occasion such as a notable holiday or event. Any program that seeks to serve the people must be able to respond when a need is identified.

A. Rent Strike:
From the inception of the storefront program we have received repeated requests from the building residents for some guidance in dealing with the numerous housing and health code violations in their individual apartments.

Since one of the major aims of the storefront is to act as a community resource, we aided the tenants in forming a tenants' association. On turn the association filed complaints with the proper municipal agencies, (Health Dept., Landlord-Tenants Court). An attorney has been retained and the association has opened a bank account which holds all rents in escrow. Presently the group is negotiating with the landlord, Mr. Lavia Malavarca for correction and repair of the various violations.

B. Food and Clothing Drive:
It has been quite evident to the workers of the storefront that most community participants, adults and children alike, are seriously in need of basic clothing. The little basic clothing some of the participants have is generally in need of serious repair.

A clothing drive through Essex County College was instituted. Later, the drive was extended throughout Essex County. This project has been successful. The storefront's volunteer war here has collected clothing for men, women and children. Any community resident in need, is given all the clothing he seeks, free of cost or commitment.

Concurrent with this project, is the collection of non-perishable food stuffs. Again, this is given freely to all community people in need.

Children's Halloween Party:

The storefront has become a favorite meeting place for the neighborhood children. They are very enthusiastic about their Liberation School and, in particular, their gym classes.

In an attempt to serve more children in some collective endeavor, the community volunteers and students working from the storefront solicited money and goods from various local merchants and gave a massive halloween party at the Fuld Neighborhood House. Over 500 children from various working class sections of Newark, participated. Hot food, gifts and refreshments were served in abundance.

D. Thanksgiving Dinner:

Various supermarkets and retail stores are being solicited for food and other materials that would enable us to provide a free Thanksgiving dinner at the Fuld Neighboorhood House, for all community people in need.

Presently the project is going slower than expected as the retail outlets are reluctant to give any substantial assistance. However, the project is still in progress and we are seeking direct financial contributions to cover the cost of feeding the poor for Thanksgiving Day.

Cecil Shaw, Coordinator
of Student & Community
Volunteers

North Ward

The idea of a store front in one of Newark's predominantly white communities was conceived in direct response to the frustrations that a number of white interns were experiencing in their roles at the college and in some community organizations. We feel that if the Intern Program is going to be real or actually effect change in our capacity to teach in the urban situation, we must be actively involved in both traditional roles at the college and in new roles in the community in a manner that will eventually continue without our support.

We have chosen the North Ward in which to work primarily, because there is a heavy concentration of poor and lower income whites who are unaware of the opportunities open to them, and who are becoming resentful of what they see being done for other communities.

Our initial goal is to create an awareness in the community of the programs and services available from E.O.C. We would, in effect, be recruiting. We would like to teach non-transferable remedial courses at the store front allowing our "graduates" to move directly into freshman courses at the college.

As the store front grows, it will be able to meet other community needs, such as child care services, tutorial services for high school, the G.E.D., College Boards, and college counseling, also consumer education and information on the availability of free legal, medical and drug abuse services.

Essex County College
31 CLINTON STREET, NEWARK, NEW JERSEY 07102
201-621-2200
URBAN INSTITUTE FOR PROFESSIONAL TRAINING AND DEVELOPMENT

June 29, 1970

Dear English Intern:

Please follow these instructions concerning your graduate school registration:

1) Enclosed is the Montclair State Graduate School Catalogue.* Look up degree requirements in your discipline. You will receive credits for your intern work.

2) Fill out the application. Return it to Jerry Lieberman at the Urban Institute Office NOT to the graduate school.

3) Fill out the form slip from Montclair State which has two items checked. Mail it to Montclair State, Upper Montclair Evening Division and Summer Session.

4) You must take the GRE (just the Aptitude Test). If you have not taken it, try to before the beginning of Fall Semester. If you have already taken the exam, ask that a copy be sent to us. Although admission into the graduate school is not contingent upon the results of the GRE, it is necessary that the examination be taken before Montclair can consider an applicant as a full time student. A full time Graduate student is one who carries a minimum of nine credits. Without the GRE scores you would not be able to register for more than eight (8) credits.

Direct any questions you may have to Jerry Lieberman at the Urban Institute Office, (201) 643-1682.

Very truly yours,

Charlee Fogel

Charlee Fogel
Coordinator of English
for the Urban Institute

*If you wish to enroll at Rutgers instead of Montclair, contact us for information about their Doctoral Degree Program, their catalogue, application, and any special instructions.

Essex County College
31 CLINTON STREET, NEWARK, NEW JERSEY 07102
201-821-2200

URBAN INSTRUCTIONAL TRAINING AND DEVELOPMENT INSTITUTE

June 29, 1970

Dear Intern:

As a member of the English Department faculty of Essex County College, I would like to welcome you.

Because you will be joining us in the Fall, we are able to offer our students a new program. Previously, we had offered English 091, the remedial course described in the enclosed article, to students with writing problems and found it highly successful. However, the English faculty learned in the eight week Spring and Summer sessions we could teach the same course to students meeting everyday, instead of the traditional three times a week, (which at Essex is 2½ times a week), as they do in the 16 week Fall and Winter terms. Therefore, we devised a plan by which we would teach the 091 sentence structure material during the first eight weeks of a sixteen week program and English 101 for the last eight weeks, thereby giving the student three (3) transferable credits and an opportunity to enter English 102 on his successful completion of the course. We believe we can accomplish this goal by requiring the student to attend his English class (now English 091/101) everyday, an enormous burden on faculty that you will help to relieve. Without your participation, we could not offer this accelerated course.

As you can tell by the enclosed article, English 091, covering sentences and punctuation, is very structured. However, the second part of the course, English 101, is still unstructured. There are probably as many ways of teaching paragraphing, point of view, attitude, tone, and so forth, as there are English teachers. It is at this point that you will become involved in curriculum, keeping in mind the goal of preparing the student for English 102, the course on the research paper.

Sincerely,

Jackie Griffin

Jackie Griffin

JG:gt

Enclosure

Essex County College
31 CLINTON STREET, NEWARK, NEW JERSEY 07102
201-621-2200

URBAN INSTRUCTIONAL TRAINING AND DEVELOPMENT INSTITUTE

Dear

Welcome to the program. I hope this letter will explain as concretely as possible what activities you will be involved in during the coming year.

First of all, you will be teaching ten hours a week. Now that I've thrown you into a panic, let me explain that it's not all that bad. All interns will be teaching the combined developmental English course (Eng. 091) and Freshman Comp. course (Eng. 101) which is called Eng. 091-101 (naturally). This course is described in the enclosed materials from Jackie Griffin, a faculty member in the English Department who developed the Eng. 091 materials. Every two interns will be working with an English Department faculty member who has had previous experience in the course. You, another intern and the faculty member will teach the same two consecutive hours every day; that is, you will be teaching a two hour time block at the same time every day, five days a week, to the same group of students. The two groups of students (one group each hour) that you yourself will relate to will range in size from 7 to 15 students. As Jackie's letter indicates, the materials for the first eight weeks of the course are very structured, and you won't have the burden of class preparations during that time. However, you will still have the freedom to choose reading and writing assignments and any other materials you may want to add on your own. Your faculty member will also be close at hand IF YOU NEED HIM. Hopefully, at least once a week all English Interns and teaching faculty will be scheduled for a mutual and self criticism session where we all, including the faculty members, can examine our actions in the classroom. Your teaching schedules and the faculty member you will be working with will be arranged after you arrive here August 25 for the compulsory orientation trip to New York State.

Essex County College
31 CLINTON STREET, NEWARK, NEW JERSEY 07102
201-621-2200

URBAN INSTITUTE

April 29, 1971

Dear

Enclosed are two copies of an announcement of positions as teaching interns for the 1971-72 school year. I would appreciate your contacting seniors, or faculty who know seniors, who would be interested in our unique urban program. One copy could be posted on a bulletin board.

I am interested in visiting your college to answer questions and distribute application forms. Since this letter is being sent to the chairmen of Mathematics and of Physics, the Black Student Organization, and the Dean of Placement, I hope you can talk to the other recipients to arrange a time and place when interested students can meet with me. I will call you in the next day or two to plan such a meeting, preferably between May 6 and May 19.

Thank you for your cooperation.

Sincerely,

August Ruggiero

August Ruggiero

Essex County College
31 CLINTON STREET, NEWARK, NEW JERSEY 07102
201-621-2200

URBAN INSTITUTE

Dear

Thank you for applying to the E.P.D.A. Institute at Essex County College. We would be pleased to have you join us as an urban intern in September 1971.

If you wish to enter the Institute, please notify me by letter within two weeks. Also, for our records (for the graduate schools participating in the program), please send us a copy of your college transcript.

This acceptance is, of course, contingent upon your receiving a B.A. or B.S. as of September 1971.

I look forward to hearing from you.

Sincerely,

Raymond Proctor
Director

RP:al

Essex County College
31 CLINTON STREET, NEWARK, NEW JERSEY 07102
201-621-2200

URBAN INSTITUTE

Dear

Thank you for applying to the E.P.D.A. Institute at Essex County College.

We have had a great number of applicants in your field, and at this time we have chosen people whose background and experience are more precisent suited to our needs than are yours.

However, we feel you possess many of the qualifications necessary for an urban intern, and we wish to keep your name on a waiting list, should our present needs change.

Please notify me within two weeks if you wish to remain under consideration as an alternate candidate. Should we find an opening for you, we shall contact you immediately.

I look forward to hearing from you.

Sincerely,

Raymond Proctor
Director

RP:al

Dear Intern

In order that we may plan successfully for the coming year, it becomes imperative that we be informed as to whether or not you plan to accept the internship offered you. Please indicate your preference by filling out and mailing to us the attached form.

Thank You

I, _____ _____ accept the internship offered
Last first
under the terms and conditions offered.

_____ _____
signature date

I, _____ _____ do not accept the internship offered
and will not be included in the program.

_____ _____
signature date

Dear

Thank you for applying to the Educational Professional Development Act Institute at Essex County College.

We will be conducting interviews next week. We made an appointment for you on _____ at _____. If this time is inconvenient for you, please call us collect to make a new appointment.

Enclosed is a map to help direct you to the college. We look forward to seeing you.

Sincerely,

Jerome Lieberman

Jerome Lieberman
Director

JL:gt

Other Essex-related activities will be two seminars that meet once every other week and your community work. You will be working another ten hours a week in the Essex community. The kind of activity you want to do will be arranged with the Urban Institute Office, but you might want to give it some thought. In fact, if you're not from Newark, you might want to do some demographic research about the city before coming (try the Newark Public Library or the Rutgers Library -- either the Dana Library at Newark Rutgers or the main Rutgers Library in New Brunswick).

Enclosed are also materials about your graduate study. However, it is very important to get your transcript here immediately, so if you haven't sent it, please do. Also consider whether you want to get a M.A. in English or a M.A.T. (Master of Arts in the Teaching of English). If you have over a B average in undergraduate work, the Rutgers Graduate School in New Brunswick will accept you into their Doctoral Program, and if you are considering entering there instead of Montclair State, I would be glad to discuss their program with you as I received my M.A. there.

If you have other questions or any problems, feel free to write me -- Charlee Fogel -- at

Humanities Division
Essex County College
31 Clinton Street
Newark, New Jersey 07002

or call me at: 621-2200 ext. 338 (office)
672-2563 (home)

I will be teaching during the summer semester, so if you are in the area and want to experience some classes or just to talk, stop by.

Sincerely,

Charlee Fogel

Charlee Fogel
Coordinator of English
for the Urban Institute

CF:gt

Enclosure

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ANNOUNCEMENT

An Institute for the Preparation of Community College Teachers of the Urban Minority and Low Income Students

AVAILABLE

DEVELOPMENT INSTITUTE

ESSEX COUNTY COLLEGE

31 Clinton Street, Newark, N. J. 07102

Essex County College and the Office of Education of the Department of Health, Education and Welfare are pleased to announce an Institute for the preparation of community college teachers of urban minority and low income students.

The Institute offers the opportunity for inner-city intern-teaching experience and community involvement with academic work at the graduate level. In cooperation with Montclair State College, 24 academic credits will be awarded for completion of courses within the Institute program. A similar agreement is being negotiated with Rutgers University. These credits may be applied toward an M.A. degree at either school. There is no tuition charge to participants for prescribed Institute courses.

The Institute will begin on September 8, 1970. [illegible] weeks. In addition, a mandatory pre-[illegible] will be held in the last week of [illegible] the workshop is as yet [illegible]

Participants in the Institute will receive a [illegible] for 40 weeks, paid [illegible] In addition, an allowance of $15.00 per [illegible] and dependent will be included. There is no [illegible] for travel or textbook allowance.

There are 40 openings. Criteria for admission are:

1. A B.A. or B.S. degree as of September, 1970.
2. Undergraduate concentration in English, Reading, Science, Math, or Spanish. (A limited number of positions are open for students majoring in social sciences, urban studies, curriculum development, and communication skills.)

Special consideration will be given to applicants from urban minority and low income backgrounds. Applicants from New Jersey "feeder colleges" (Rutgers, Fairleigh Dickinson University, Jersey City State, Montclair State, Seton Hall, and the Urban Education Corps) — especially students from [illegible] will be given special preference. In addition, candidates who have experience in [illegible] or agencies committed to social change [illegible]

Required courses at the Institute are:

1. A two-semester seminar conducted at Essex County College in Urban Experiences. (6 credits).
2. A two semester seminar conducted at Essex County College in Urban Teaching. (6 credits).
3. Four courses (two per semester) in the participant's field of concentration. (12 credits).

Recreational opportunities are offered by the community of several colleges within the city of Newark, and by the proximity of New York City. Essex County College does not have residence halls or other housing for participants. A listing of [illegible] and middle income apartments will be provided; participants must make their own arrangements for [illegible] accommodations.

The start of the Institute will be announced [illegible]

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Applicants may write to
Mr. Jerome Lieberman, Urban
and Development Institute,
Clinton Street, Newark,

THE DEADLINE FOR
JUNE 1, 1970.

In selecting individuals
otherwise in the
Essex County College will
ground of the race, creed,
any applicant or participant.

Except for veterans'
assistance benefits provided by
Administration under

participants who are
may not receive
direct Federal educational
authorized under the terms
and subject to such
may impose. This
prevent participants from
settlement or
exempt from the

COUNTY COLLEGE

first-classed hold
College, located
explosive and

problem-wracked cities,
unique experience in higher
living in Essex County, New

Included in the statement of
following goals:

—To provide experience
responsibility, development
relations, and maximum
individual capacity.

—To establish a curriculum
diversity.

—To develop pre-professional
in quality to the finest
education in America.

—To offer cultural
of interest to the adult

In January, 1969, the Urban Instructional Training
and Development Institute was mandated to devise
programs to facilitate the implementation of
these objectives.

A major objective of the Institute's program is
to provide the various participants in
the community to effect change and revitalize the Newark
community. It is no longer sufficient to provide a
traditional higher education to the young adults of the
city. The demand for relevance has forced the
adoption of principles now, experientially based methods
which help students understand and contribute to the
solution of the ills of the city. The Urban
Instructional Training and Development Institute is
a unique program to begin answering the glaring
needs of the student and community alike.

APPENDIX D

Evaluation Forms

(Department of Health, Education and Welfare)

What is your storefront or committee assignment?

How many hours per week are you required to serve in the above mentioned capacity?

How much time do you serve in this capacity?

Do you feel that your performance is adequate? If so, why? If not, why not?

Make an evaluation of the storefront (or your committee) Does it meet its fuctions? What are its limitations? Has the project been effective?

Can you suggest any areas that need improvements? What improvements can you suggest?

Do you feel that the [illegible] has afforded you the greatest possible use of your skills?

Has it allowed you to develop and grow?

Do you feel effective in your assigned role?

Specifically, what factors or conditions have increased your effectivness?

Specifically, what factors have limited your effectivness?

Do you feel that you have done everything you could in contributing to the success of your assignments?

General comments:

Would you choose to continue in your present function? How would you change your functioning?

Do you feel you have made a substantial contribution to the success of the community project? If so, how? If not, what has detered you?

Discuss any new ideas or innovations that you can suggest for the project.

Phone ext._____

Subject area_____

Please evaluate the [illegible] areas.

I. [illegible] good_____fair_____poor_____

II. Duties:

A. [illegible] good_____fair_____poor_____

B. [illegible]

a. cooperation.....excellent_____good_____fair_____poor_____

b. effort.....excellent_____good_____fair_____poor_____

c. initiative.....excellent_____good_____fair_____poor_____

d. rapport with students.....excellent_____good_____fair_____poor_____

e. rapport with coworkers.....excellent_____good_____fair_____poor_____

III. Extra-curricular activities:

IV. General Remarks:

Date:_____ Date:_____

Are you presently enrolled in the grad program? Where? In which program If none why not?

Have you officially withdrawn from grad school

If you are not presently in grad school are you planning to register for the January semester

If you are enrolled presently in graduate school have you completed this terms obligations

If you do not intend to register for the January 70 term, how do you intend to utilize this free time?

Has your graduate study helped in university work?

GRADUATE WORK

Name of School: _____

_____

Type of Program: _____

_____

_____

_____

Number of credits: _____

_____

Grades: _____

_____

_____

If not presently enrolled, have you ever registered?: _____

_____

_____

_____

Reason for withdrawal: _____

_____

_____

_____

Was withdrawal done officially?: _____

_____

_____

_____

Attendance at seminars: _____

_____

_____

_____

Describe your

How many

How many

Under whose

Explain your
For example,
rectly under
own without

or staff member.
do you work di-
you working on your